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Abstract

This study guide fcr use with a 16 mm. film series on the nature of kindergarten children is designed fcr use in "early childhood" and teacher preparatien programs. Fcr each of the seven 4- to 9-minute films in "The Kindergarten Child, Part I," the study guide provides a statement cf the key ccncept arcund which the film is develcped, a 1- or 2-paragraph descriptien of the film (activities being engaged in by twc teachers and 20 children), twc to four discussien questicns, and a list of references. Titles cf the films are Organizing the School Day, Grcup Activities, A Child, Free Play and Music, Discussicn, Cleanup, and Playgrcund. Fcr "The Kindergarten Child, Part II. Did ycu Fcrget I'm Five?", a 48-minute film of a condensed mcrning in a kindergarten classrccm, the study guide lists 20 references and prcvides a film descriptien and twc tc fcur discussien questicns for each of the six 4- to 11-minute episodes. Episodes are entitled Corn Talk (grcup discussicn); Activity Time; Birthday Girls; Cleanup and Corn Eating; Birds, Works, and Playgrcund; and Stcry and Clcse of Class. Included also are further ncte cn kindergarten child develcpment and on the unstructured filming at Eliot-Pearson Laboratcry School of Tufts University. (Film rental and purchase infcrmatien available from Mass. Department of Education Film Library, 182 Tremont St., Bcstcn, Massachusetts 02111--series price apprcximately $20C.) (JS)

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THE LEXINGTON KINDERGARTEN TEACHER-TRAINING FILM PROJECT

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FILM GUIDES FOR DISCUSSION LEADERS

for use with

THE KINDERGARTEN CHILD - PART ONE

and

THE KINDERGARTEN CHILD - PART TWO

1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE LEXINGTON KINDERGARTEN TEACHER-TRAINING FILM PROJECT

The Kindergarten Teacher-Training Film Project, funded under Title III of the Elementary and Secondary Education Act of the Federal Government, represents an innovative approach to the development of instructional films in early childhood education. Educators from the Lexington Public Schools, Eliot-Pearson Department of Child Study of Tufts University, and WGBH -TV Education Division planned, produced, and participated in the dissemination process of the project films. The primary focus of "The Kindergarten Child - Part One" and "The Kindergarten Child - Part Two" is on the nature of the kindergarten child. It is hoped that the films and accompanying study guides will provide a means for a further understanding of the kindergarten child, and that this knowledge will assist early childhood educators in making decisions on the learning environment of the young child.

The instructional film format selected is expected to extend the use of the films beyond the original intent of the content consultants. "The Kindergarten Child - Part One" consists of seven short vignettes. Each contains a key concept and shows how the teacher adapts the program to suit the needs of the youngsters. "The Kindergarten Child - Part Two" portrays children in a condensed morning in kindergarten. The film has been divided into six episodes with blank film provided between the episodes for stopping convenience.

The Kindergarten Child Series is available for rental through the Massachusetts Department of Education Film Library. The entire film series may be purchased through the Film Library for approximately $200.00. Ownership of the film series will allow the educator the added capability of restructuring the film sequences to accommodate individual program needs.

Acknowledgment to all who contributed their time and effort toward the development of these films is impossible. Particular expression of gratitude should go to Dr. Evelyn G. Pitcher and Mrs. Sylvia Feinburg of the Eliot-Pearson School of Tufts University, Dr. Gilbert Berry and Mrs. Nancy Christensen, Miss Nancy Rosenthal, Miss Mary Kafkas, and Mrs. Marie King of the Lexington Public Schools, and to Mr. Richard H. Thomas, Mr. D. Keith Carlson and the staff of the Education Division of WGBH-TV. A special thanks is extended to the teachers on film from the Eliot-Pearson Laboratory School, Mrs. Florence Bailey (Part One) and Mrs. Elaine Heller (Part Two). The project is equally grateful to the director and staff of the Eliot-Pearson Laboratory School at Tufts University for their enthusiastic cooperation.

Dr. Frank P. DiGiammarino
Program Director
Lexington Public Schools

GENERAL REMARKS

In kindergarten a child can develop in many ways--his intellectual and social powers, his emotional and physical capacities, his ability to dream, to create, to be his own unique self. Programs should not favor one area of growth to the detriment of others.

Teachers in the kindergarten must constantly realize how young children are different from older children. The activities teachers plan should be appropriate for young children so that, in suitable ways, they can gain in language, increase their store of information, grow in such values as tolerance, creativity, resourcefulness. Children need to stretch their attention spans and develop problem solving. They must grow in independence, self-control and self-direction. Flexible teachers need to be alert to the great variety of stages of development and the rapid changes in development in every child in the class.

The kindergarten child is a beginner. His first steps in school are very important ones. They must foster in him a joy in learning. Young children need to be emotionally committed, physically involved with the real and meaningful.

Young children need to build up layers of experience before they can master abstractions. These layers of experience usually come with direct involvement--"messing around" with stuff--play. And because mental growth is like physical growth, there is often repetitive behavior. Children do the same things over and over, because they are new to them, and thus they exercise their emerging abilities.

The Kindergarten Child film series offer the opportunity of observing the nature of the kindergarten child. Consider him in his school, and how the program grows from his special qualities. Note, among other things, his size, his extraordinary activity. See how he needs to touch, handle, use--since this is how he learns. Realize his insatiable curiosity, which he must satisfy not by being told but through his own direct experience. He is not good at keeping quiet, not especially a good sitter. He is dependent on adults yet wants to develop independence. He is clumsy but wants to grow in skillful use of hands and body. He is highly egocentric--he would rather talk than listen. He is boastful and likes to be the center of interest. He likes to play at make-believe and thus sort out ideas that are the foundation of reality. A chance to pretend is very important.

The classrooms are rich in stimulation to meet the child's needs. The materials are easily available on open shelves, on tables, set up invitingly in various parts of the room. The children are free to choose what they want to do within a certain structure provided by the teacher. This choice is the essence of discipline properly defined for the kindergarten child--freedom within the limits suggested by his emerging, immature development.

Dr. Evelyn G. Pitcher
Eliot-Pearson Laboratory School
Tufts University

FILM GUIDE

THE KINDERGARTEN CHILD - PART ONE

Title: I. Organizing the School Day

Key Concept: Meeting time provides an opportunity for the following:

a. Introducing new stimulation
b. Organizing the activities of the day
c. Providing a group experience

Film Description: The two teachers are bringing the 20 children together as a group at the beginning of the kindergarten day. This is referred to as "meeting time." The teacher wants, to some extent, to organize some of the activities of the day. The teachers worked the day before --or weeks before--collecting little jars with lids. Into these they placed bugs, and the jars were put under each child's chair. They wisely knew that kindergarten children are very egocentric, very possessive. They also knew that if they were to bring them together as a group, there should be a reason, an interesting reason, in which each child could participate and share. The bug descussion is short--children are encouraged to take their bugs home where parents and brothers and sisters will probably continue to satisfy 5-year old curiosity. The teacher has planned two group activities--and instead of children rushing pell-mell to one or the other, she gives them the chance to cheese. Others may explore the numerous facilities in the room: painting, water play, blocks, carpentry, the doll corner, books, the typewriter.

Discussion Questions:

1. What characteristics of young children prompted the teachers to plan meeting-time as they did?

2. Discuss the advantages and disadvantages of a group organization such as meeting-time at the beginning of the day. What other time is appropriate for it to occur?

3. Do children of this age prefer to be in groups or to play along? Discuss the advantages of work in groups and relative value of different sized groups. Where would the teacher be more likely to learn about individual children? Why?

4 Why did the teacher bring a jar and a bug for each child instead of holding up one bug for all to see? Why were real bugs and jars used instead of a picture of a bug?

References: Heffernan, helen and V. E. Todd. The Kindergarten Teacher. Boston, Mass., D. C. Heath & Co., 1960.

Read, Katharine. The Nursery School: A Human Relations Laboratory. Philadelphia, W.B. Saunders Co., 1960.

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Discussion Leader Comments:

FILM GUIDE

THE KINDERGARTEN CHILD - PART ONE

Title: II. Group Activities (Potatoes and Jello)

Key Concept: Common, readily available materials provide the child with an opportunity for creative, intellectual, and physical growth.

Film Description: This group of children is involved in making constructions out of a few common household materials--drinking straws, toothpicks, and ordinary uncooked potatoes. The teacher has selected these articles as the basis for an art lesson not only because they are inexpensive and readily available but because they challenge youngsters to experiment, manipulate, and to think imaginatively.

The children have been given few directions because the materials are self-initiating and the teacher is anxious for them to bring their own creative thinking to the task. She is not interested in each individual producing a single, predetermined object but, rather, encourages each child to work independently and to gain satisfaction from his own ideas and efforts. If he chooses only to use the materials without completing a final product, this too is acceptable. The teacher realizes that the doing is as important as the end result.

Discussion Questions:

1. Do you think there would be advantages in the teacher showing them how to begin and providing a model by which they might work? Why?

2. Consider how the child's use of "potatoes" mirrors his fine motor development. How might it foster his creativity? Stimulate his language? Increase his intellectual development?

3. Consider how the experience with Jello was an appropriate "science" learning for the children. Were all the children equally involved in the cooking project? What is your evaluation of the teacher's role in this project?

4. How does the making of Jello serve the child's understanding of (a) math and (b) science? How does it contribute towards his social growth?

References:

Pitcher, evelyn G. et al. Helping Young Children Learn. Columbus, Chas. E. Merrill Books, 1966.

Bland, Jane C. Art of the Young Child. New York, The Museum of Modern Art, 1957.

Linderman, Earl W. and Donald W. Herberholz. Developing Artistic and Perceptual Awareness. Dubuque, Iowa, William C. Brown Company, 1964.

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Discussion Leader Comments:

FILM GUIDE

THE KINDERGARTEN CHILD - PART ONE

Title: III. A Child

Key Concept: The process of observing and analyzing individual behavior is a crucial responsibility of the teacher and an integral part of her decision-making in relationship to classroom procedure.

Film Description: Most of the children have made a decision as to the activity they choose to pursue during work time. One little boy has not yet committed himself. The teacher does not force the issue but leaves him free to think quietly and explore, to wander and watch the other children, and to take his time deciding. Although he is indecisive, he demonstrates an intense concentration. He spends a few moments contemplating the Jello project and forgets himself long enough to steal a little taste. Eventually he makes his way to the water table and is almost tempted by the possibilities of working with the plastic tubing, funnels, and other enticing equipment. Soon the teacher notices that he is still wandering and decides to encourage him to make a choice. "What do you want to do?" She asks in a warm but firm voice. They exchange a few more words. She taps his forehead and persists, "I know you've got good ideas up there." The one-to-one contact seems to do the trick: David decides to paint a picture and moves off to the easel with renewed enthusiasm.

Discussion Questions:

1. For what reasons might David have been wandering without immediately settling down to something? How do you think that he was feeling?

2. Do you think that the teacher should have terminated his wandering sooner and insisted that he settle down to something? Why?

3. If this behavior is typical of this child in most situations, how do you think the teacher might proceed?

4. How do most teachers tend to view idleness? Is there ever justification for "watching and doing nothing?"

References:

Cohen, Dorothy and Virginia Stern, Observing and Recording the Behavior of Young Children. New York, Columbia University (Teachers College, Practical Suggestions in Teaching No. 18), 1958.

Read, Katharine. The Nursery School: A Human Relations Laboratory. Philadelphia, W.B. Saunders Co., 1960.

Freud, Anna. Psychoanalysis for Teachers and Parents. Boston, Beacon Press, 1967.

Almy, Millie. Ways of Studying Children. New York, Teachers College Press, Columbia University, Teachers College, 1959.

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Discussion Leader Comments:

FILM GUIDE

THE KINDERGARTEN CHILD - PART ONE

Title: IV. Free Play and Music

FREE PLAY:

Key Concept: Free play is the time during the day when the children can play and choose freely from the basic equipment which is part of the kindergarten.

Film Description: During free play each child selects toys and materials which he finds interesting and is encouraged to participate in a self-directing manner. During this Particular morning some of the areas which the children have available are: woodworking, block play, painting, working with the typewriter, and playing in the doll corner. The teacher circulates around the room, noting individuals and small groups. She gives help when a child indicates the need, or poses a provocative question which might encourage richer exploration. it is apparent that the teacher has given much prior time and consideration to providing a stimulating and diverse environment. The children's deep involvement is the result of this preparation.

Discussion Questions:

1. Under what circumstances can free play deteriorate into a nonproductive time?

2. How does dress-up and other dramatic play contribute to the child's development? Give consideration to sex-role identification.

3. What aspects of development does woodworking promote? How can a teacher assure safety in this type of situation? Should the children be allowed to use real tools?

4. What can be accomplished and learned through water play?

References:

Olson, nancy and Erma Hirschfeld. A Teacher's Guide to Water Play: Nursery-First Grade. Boston, Children's Museum, 1967.

Biber, Barbara. Play as a Growth Process (Publication #4). New York, Bank Street College of Education.

Erikson, Erik. Childhood and Society. New York, Norton, 1950.

Hartley, Ruth and others. Understanding Children's Play. New York, Crowell, 1957.

MUSIC

Key Concept: Music provides an opportunity for integrating academic goals with an emotional and social experience.

Film Description: Music this morning involves singing accompanied by physical participation. "Tap your nose; tap your knees..." go the words, and body parts are kinetically incorporated while the skills of listening and following directions are served. One little boy remains behind the group, initially reticent about participating, but the teacher includes him by reference and soon other youngsters slip back to join him, and a sense of camaraderie is established.

Discussion Questions:

1. How can a teacher who is not musical provide adequate music experiences for children?

2. Should the teacher initially have been firmer with the little boy who did not want to sit within the group? How might she have encouraged his participation in another manner?

References:

Saffran, Rosanna. Creative Rhythms. New York, Holt Rinehart and Winston, Inc., 1963.

Pitcher, Evelyn G. and others. Helping Young Children Learn. Columbus, Chas. E. Merrill Books, 1966.

Zimny, G. H. and E. W. Weidenfeller. Effects of Music upon Galvanic Skin Response of Children. Child Development, 1962, 33, 891-896.

Musical Shapes & Sounds. Match Box Project, Children's Museum, Boston, Mass.

FILM GUIDE

THE KINDERGARTEN CHILD - PART ONE

Title: V. Discussion

Key Concept: The teacher, as a means of challenging curiosity, stimulating language and enlarging conceptual understanding, uses concrete objects.

Film Description: "What's this, a necklace?" asks a child while pondering some of the human vertebrae that are amongst the bones that the teacher has just put out on the table. He does not fully comprehend, as one might suspect, that these intriguing forms are the skeletal remains of long-dead animals and humans. She attempts to clarify understandings about the vertebrae by demonstrating their existence on one of the boy's backs. Another boy strokes his friend's back affectionately, not fully convinced of the relationship. But the teacher understands that concepts like this are difficult for the young child to grasp all at once, and she is content at this point in encouraging their powers of observation and challenging them to think further by means of strategic questions. Although the teacher expresses concern about appropriate handling of the delicate bones, she allows the children to touch them, and even to try on the skull. "Are they dead?" asks one child. "Yes, we cut off the head to bring them to school," states another with great conviction. It is interesting to note that this is an activity that seems to especially interest the boys.

Discussion Questions:

1. A child states: "We cut off the head to bring them to school." How is this reflective of five-year-old thinking?

2. Jerome Bruner has written: "Avoid premature symbolization; manipulation, images must back the work." Discuss this statement with respect to the episode involving bones.

3. How do five-year olds view the issue of death? Should teachers encourage discussions of this nature? What are some other difficult life concepts which occupy the thinking of the five-year-old?

4. How might the teacher build upon this experience in future activities?

Reference:

Elementary Science Study, a Project of the Education Development Center, Inc. The Teacher's Guide for Bones. St. Louis, McGraw-Hill, Webster Division, 1965, 1968.

Piaget, Jean. The Child's Conception of the World. Paterson, N. J., Littlefield, Adams & Co., 1963.

Robison, Helen and Bernard Spodek. New Directions in the Kindergarten. New York, Columbia University, Teachers College Press, 1965.

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Discussion Leader Comments:

FILM GUIDE

THE KINDERGARTEN CHILD - PART ONE

Title: VI. Cleanup

Key Concept: Learning to assume responsibility for cleanup and care of materials is a signigicant part of the kindergarten program.

Film Description: The children enjoy working together in cleanup time. They still vie for control and self-assertion. "I said it first," announces a child who wants to be the "bucket man" and carry the water. Their tendency to have peripheral fun with make-believe, even as they work, is apparent as the two boys pretend make-believe guns with the blocks they are putting away, and have a few shots at one another. Notice the washing of paint brushes, picking up of spatulas and paper, vigorous mopping of floor. One child washes out his mop in the water tray and has to be reminded this is not the appropriate place to do this. One little girl perhaps has heard an adult complain at the end of a hard day's work, as she uses the same phrase, "I feel like a dead duck!"

Cleanup is followed by a quiet time, when children individually select a book and sit on the rug to examine it.

Discussion Questions:

1. Discuss the ways in which a teacher might establish a basic acceptance of cleanup. What approaches should she take to encourage participation?

2. How can the teacher organize the environment in order to facilitate the children's participation in cleanup?

References: Heffernan, H. and V. E. Todd. The Kindergarten Teacher. Boston, D. C. Heath & Co., 1960.

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Discussion Leader Comments:

FILM GUIDE

THE KINDERGARTEN CHILD - PART ONE

Title: VII. Playground

Key Concept: The development of motor skills is an important part of the kindergarten curriculum and closely relates to the child's intellectual and social growth.

Film Description: The playground becomes alive with vigorous physical activity. The children pursue a wide range of activities involving running, jumping, swinging, pushing, etc. Action is everywhere! The boys, in particular, seem fascinated by mobility and spend much effort manipulating and maneuvering the wagons. A little girl attempts to do the same and struggles to gain control of the wagon. Eventually she meets with success and is rewarded by a ride down the hill. One boy is so full of energy that he capitalizes on every encounter with another child as an opportunity to interact physically. There is a potential fist fight and later some rigorous wrestling. For the most part the conflict is resolved by the children but on one occasion, when things seem to be getting out of hand, the teacher intervenes. Moments later, when energy is redirected to a more constructive pursuit, she calls out.."Hey, that's great! That's a good thing to kick!"

Discussion Questions:

1. How does motor development relate to other areas of development?

2. What is meant by perceptual-motor development? Do activities in the playground help in this area?

3. If your school has no facility for outdoor play equipment, how can you compensate? Indoors?

References: Kephart, Newell A. The Slow Learner in the Classroom, Columbus, C. E. Merrill Books, 1960.

From the Ground Up, A Bood of Ideas for Pre-School Equipment. Produced by Child Development Group of Mississippi under O.E.O. grant. Jackson, Miss., Kipro, 1967.

Landreth, C. Early Childhood: Behavior & Learning. Knopf, 1967. "Motor & Perceptual Motor Behavior," Chapter 6.

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Discussion Leader Comments:

FILM GUIDE

THE KINDERGARTEN CHILD - PART TWO

Title: Episode I. Corn Talk

Film Description: This is one fo the few times during the day when the children are brought together as a total group. Although the discussion and presentation is informal, the process provides opportunities to deal with some aspects of group procedure. "Wait a minute," instructs the teacher, as they all speak at once. They must learn to share responses, to listen when another is speaking, and to concentrate on the subject under discussion. The topic being presented here is corn... and how it grows. Although the subject has been initiated by the teacher, she has selected it because she feels it is directly related to their interests and experience and is appropriate to their level of understanding. Through questions such as, "Where does corn on the cob come from?" the teacher attempts to encourage their participation and challenge their thinking. She has obtained a real stalk of corn from a near-by farm in order to heighten interest and understanding. Vocabulary building is furthered as the teacher introduces such words as "husked", "stalk", "tassles", "ear", etc. She articulates them clearly and will repeat them throughout the morning for additional reinforcement. "Some people signed up to husk the corn," states the teacher. This simple readiness procedure serves to organize the follow-up activity ... cooking the corn. Other youngsters will be involved in alternate activities but the entire class will share in the process of eating the cooked corn later in the day.

Discussion Questions:

1. How does the behavior of the children in a group situation reflect what is typical of five-year-olds?

2. How does the teacher attempt to increase the children's responsibility to the group process without frustrating individual needs and responsiveness?

3. What other things are accomplished through this lesson, apart from an increased understanding of how corn grows?

4. Discuss the teacher's handling of the boy who found it difficult to remain a part of the group. How might a teacher handle a boy such as this if she had no assistant teacher in the room?

5. Is the growing and preparation of corn an appropriate topic for the kindergarten child to explore?

6. How is language growth developed through this activity?

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Discussion
Leader
Comments:

FILM GUIDE

THE KINDERGARTEN CHILD - PART TWO

Title: Episode II. Activity Time

Film Description: Although youngsters may select activities which require working together in small groups with others, the option still exists to pursue something independently. The teacher assumes an important role in the planning of appropriate choices, since the diet must be chosen sensitively in order to accommodate individual needs, differences, and preferences.

The group of youngsters working with the corn help the teacher with the tasks of husking, measuring water, and putting the corn into the big pot. The assistant teacher guides, "Put in two or three at a time." They set the timer and throughout the morning check its progress and consider whether or not the corn is done. Elsewhere in the room other activities are being pursued: one boy works at the woodworking table; children explore the typewriter (a timer helps to determine when one person's turn is up); another boy intently investigates the printing press. The children may also use some of the staples in the room, such as block building, the doll corner, dress-up, or easel painting. "Why don't you open it up and see what it looks like inside?" asks the teacher of a little boy who shows interest in some old clocks. "Is this a wake-up one?" he asks and begins to pursue the challenge with great concentration. The teacher answers his question directly and engages in a rich dialogue. Children are not bound to stay with an initially selected activity but are free to move about the room, investigating whatever is of interest with a reasonable amount of self-assertion. A teacher might interfere and suggest additional investigation if she feels it appropriate to the individual child, but the larger aim is to promote individual responsibility for the intellectual and creative involvement. Some activities, like the corn cooking, are dependent upon the teacher leadership; others are planned for greater independence or for occasional adult intervention. For the most part the teachers attempt to move freely around the room, providing additional stimulation and guidance where the situation warrants. Emphasis is on non-didactic work.

Discussion Questions:

1. What are the advantages in having small groups of children pursuing several different activities at the same time? The disadvantages?

2. How can a teacher who is alone in a classroom organize in such a manner as to facilitate multiple activities simultaneously?

3. What do children learn through such activities as: cooking corn? - using a typewriter? - taking a clock apart? - building at a workbench?

4. Does the noise in the room seem to bother the children? Does it interfere with productivity?

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Discussion Leader Comments:

FILM GUIDE

THE KINDERGARTEN CHILD - PART TWO

Title: Episode III. Birthday Girls

Film Description: The girls are playing with clay but their attention is not primarily on what they are making; their discussion is one involving the measurement of time--birthdays. Every child is interested in her birthday and has some information about it. It is more difficult, however, to consider one's birthday in relation to another person's and the complicated ideas of older and younger with reference to specific months and days. The youngest child is one of the least articulate in the group. At one point she asks, "Did you forget I'm five?"

Children in the kindergarten are particularly proud of their age: there is a prestige in being "grown up" and going to "school". Yet they have not mastered just how one achieves this stature. Notice leadership roles in this group of girls; notice the absence of boys. It is interesting too that the girls' talk does not interfere with their making their art products --clay, straws, and wire eventually bring forth productions. The girls are organized by their leader to present their productions to the teacher. Her praise rewards their creativity, "What good ideas you have!"

Discussion

1. Should the teacher have intervened in the discussion of birthdays to help their understanding of time?
2. Discuss methods of dealing with concepts of time and the child's readiness to profit from these lessons.

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Discussion Leader Comments:

FILM GUIDE

THE KINDERGARTEN CHILD - PART TWO

Title: Episode IV. Cleanup and Corn Eating

Film Description: The teacher announces, "We're going to clean up now," and helps organize the occasion by assigning specific tasks: "Put the blocks away, clean up the table and sponge it." She sees one child is not quite ready to leave what he is doing and tells him he may take his clock aside to play with it a few minutes longer. There is no coercion but a spirit of productive, happy cooperation and responsibility as the children work hard. The teacher also anticipates that the children will complete their jobs at different times, and that they must have direction for their next activity so that pandemonium does not result when all the usual activities are taken away. She, therefore, directs them to shelves where there are "games" they can take from the shelves and play while the preparation for food is underway. We see some little girls playing with numbers on the floor, involved in arranging them in order, and right side up. One child still has cleanup on her mind and deals with the friend who departs without doing her share of the work, "You come back and put them away!." When the friend refuses, the child is not self-sacrificing, "O.K., we'll leave the rest for her." Some children prefer to help by carrying chairs and setting the table, but the teacher takes the main responsibility using voluntary helpers as they appear.

Note the playfulness, enjoyment, relaxation of the corn eating. The children now productively use some of the vocabulary lesson they had earlier as they eat their corn on the cob and vigorously apply plentiful amounts of the butter they had made the day before. Corn eating was fun, and learning, too.

Discussion Questions:

1. What approach should teachers take in helping children to assume responsibility for cleanup?

2. What are methods of managing transitions from play to cleanup to other activities?

3. What sorts of "games" would be suitable for five-year-olds compared to those used there?

4. Were manners stressed at the corn-eating? What manners are appropriately stressed in the kindergarten and how?

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Discussion
Leader
Comments:

FILM GUIDE

THE KINDERGARTEN CHILD - PART TWO

Title: Episode V. Birds, Worms and Playground

Film Description: Activity time is over and the children are assembled in a group. The teacher introduces her discussion of birds' nests by referring back to an earlier time when they talked about how animals are born with things to protect themselves. She then introduces some real birds' nests and incites the children's consideration of what birds use to make them and what sized bird would occupy which one. "Could an elephant live in it?" she asks, holding up a small nest, using humor to actively engage their thought. Soon the discussion moves on to where worms live, and words such as "earth","ground", "soil", and "dirt" are mentioned as being synonymous. Spades are shared by the children as tools for digging worms as the group disperses to go out of doors. Outside some of the children dig industriously, hopeful of finding a worm, while others play about at various activities. A group of girls assemble on a large box and loudly chant in unison, delighting in their collective repetition and sense of friendship. Another boy and girl give time and attention to mastering the use of the wagon on an incline. Soon the teacher calls out that there is time for a "quick song and a story," and the children leave their various pursuits to join her.

Discussion Questions:

1. How does the teacher enlarge concepts and increase understanding through her questioning and discussion?

2. Do you feel that anything was accomplished through the activity of digging for worms? Why?

3. How does the play of girls distinguish itself from that of boys?

4. Why is gross physical activity an important ingredient of the kindergarten day?

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Title: Episode VI. <u>Story and Close of Class</u>

Film Description: The children are helped to leave the outdoor activity with the announcement of what is to come--a story! There is some slight confusion getting everyone seated and organized at first. One child is taken away with the assistant to have a cut cared for. Others find their places, and within their chosen spots sit, lie, or loll as they please. The teacher speaks clearly and dramatically, holds the book so all can see, asks questions or relates incidents to the children directly.

The book is about an experience common to all children--going to bed--and the equally common reluctance to do so. The power-struggle between parts and children, the anxieties of the child, the resolution of the drama are vividly present. The children's primitive humor comes forth when there is mention of underclothes in the washer and reference to spanking. Each wants to tell about what <u>he</u> does on going to bed, when the teacher seeks responses at the close. Two little boys become so relaxed by the idea of bed-time that they almost go to sleep. The children explore another experience and thus learn more about their own and the world of make-believe. The enchantment of the world of books is here!

Back to reality and the close, with a well-organized departure, gathering productions to take home, going to join mothers, or families, or car pools that take them back home after their three hours in kindergarten.

Discussion Questions:

1. Should stories be read to a group as a whole or to single children? Discuss stories appropriate to children of this age.
2. Should the teacher always read stories? What are the advantages of telling them, without using books? Give examples.
3. Discuss poetry for children of this age. How can the teacher encourage children to make up their own stories?

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THE KINDERGARTEN CHILD - PART TWO

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FILM INFORMATION

THE KINDERGARTEN CHILD - PART ONE and THE KINDERGARTEN CHILD - PART TWO were filmed at the Eliot-Pearson Department of Child Study, Tufts University, by the Educational Division of WGBH-TV. The children and teachers were participating in the 1968 NDEA Summer Institute at the Eliot-Pearson School under the direction of Dr. Evelyn G. Pitcher. Prior to filming, the teachers were requested to maintain a normal classroom procedure. No effort was made by the Project consultants to structure the environment or the content of the summer program in order to achieve the objectives of the Project.

Educators interested in learning more about the Eliot-Pearson School should write directly to-

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Rental or purchase* information is available from -

Massachusetts Dept. of Education
Film Library
182 Tremont Street
Boston, Mass. 02111

*Series purchase price - approximately $200.00.

PROJECT CONSULTANTS

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LEXINGTON PUBLIC SCHOOLS -

Dr. Gilbert W. Berry, Mrs. Nancy B. Christensen, Miss Nancy R. Rosenthal, Miss Mary A. Kafkas, Mrs. Marie A. King

EDUCATION DIVISION, WGBH-TV -

Mr. Richard H. Thomas, Mr. D. Keith Carlson

THE KINDERGARTEN CHILD - PART ONE

Seven short, individually packaged 16 mm. films, each developed around a key concept and filmed at the Eliot-Pearson Laboratory School of Tufts University. The films depict the interaction of children, ages 4 1/2 - 5 1/2, in a dynamic kindergarten environment under the guidance of Mrs. Florence Bailey.

PART ONE film titles:

1.	Organizing the School Day	4:55 minutes
2.	Group Activities	9:00 minutes
3.	A Child	4:40 minutes
4.	Free Play and Music	5:20 minutes
5.	Discussion	6:15 minutes
6.	Cleanup	4:20 minutes
7.	Playground	8:10 minutes

The film provides discussion material for . . .

1. Teacher preparation programs
2. Psychology and sociology classes
3. Parent-teacher association meetings
4. Elementary teacher in-service programs
5. School committee meetings
6. Other civic groups
7. Child development programs
8. Pre-school parent meetings

THE KINDERGARTEN CHILD - PART TWO

"Did You Forget I'm Five?"

A condensed morning in a kindergarten classroom. Children between the ages of five and six years participate in a program prepared by Mrs. Elaine Heller, a kindergarten teacher at the Eliot-Pearson Laboratory School of Tufts University. The film has a running time of forty-eight minutes. However, Part Two has been subdivided into six episodes for convenience in stopping the projector. The episodes have been edited to provide material for discussion.

PART TWO Film Episode Titles

Episode	I.	Corn Talk	6:05 minutes
Episode	II.	Activity Time	7:00 minutes
Episode	III.	Birthday Girls	4:15 minutes
Episode	IV.	Cleanup and Corn Eating	7:40 minutes
Episode	V.	Birds, Worms and Playground	9:27 minutes
Episode	VI.	Story and Close of Class	11:33 minutes

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THE KINDERGARTEN CHILD FILMS are available for rent or purchase through the Massachusetts Department of Education Film Library. The purchase price for the entire series is approximately $200. Interested persons should contact:

The Massachusetts Dept. of Education
Film Library
182 Tremont Street
Boston, Massachusetts 02111

Phone: 617-727-5788